

EXTENSIONS OF REMARKS

CELEBRATING THE SERVICE OF
DOUGLAS N. LETTER

HON. NANCY PELOSI

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 22, 2022

Ms. PELOSI. Madam Speaker, I rise today to salute Douglas Neal Letter for his exemplary service as General Counsel of the House of Representatives. For four years, Doug has relentlessly defended this institution, its Members and its prerogatives. His passion for public service and his brilliant legal mind have been essential to this Chamber's work For The People.

Doug's legal career has spanned 40 years of dutiful service—including a range of senior positions at the U.S. Department of Justice, as well as time as a Senior Litigator at the Georgetown University Law Center's Institute for Constitutional Advocacy and Protection. One of our nation's most skilled appellate lawyers and a leading expert on Constitutional law, Doug has presented oral argument before federal appellate and trial courts in more than 200 cases.

After four decades of service in the executive branch, Doug answered the call to serve the House at the start of the 116th Congress in January 2019. Under Doug's leadership, the General Counsel's Office has expertly handled complex litigation and provided wise legal advice to our Members, Officers, Committees and staff—regardless of political affiliation.

When the House's institutional interests were at stake, Doug and his team worked tirelessly to protect the House's critical role in our Constitutional structure. Doug successfully argued before the Supreme Court in a landmark case advocating the complete enumeration of the Census to ensure the accuracy of the apportionment of the House and its institutional integrity.

In addition, Doug successfully led a team of talented attorneys in litigating numerous cases to uphold the House's subpoena authority. Under a high-stakes national spotlight, Doug and his team successfully fought to defend the Committee on Ways and Means' statutory authority to obtain tax returns from the Internal Revenue Service. He was also successful in defending the Select Committee to Investigate the January 6th Attack on the United States Capitol's ability to obtain presidential records from the National Archives and Records Administration.

Further, under Doug's guidance, the House filed amicus briefs articulating its position on several key legal matters, including the proper interpretation of the Constitution's Speech or Debate Clause in connection with several criminal prosecutions. Numerous Members and Committees relied on Doug's litigation expertise in connection with two Presidential impeachments, as well as extensive investigative and oversight activities. Doug also defended House Members, Officers and staff in judicial proceedings at both the trial and appellate lev-

els and advised Members and Committees on their interactions with both private companies and other governmental entities.

Upon leaving the House, Doug will join the Brady Center to Prevent Gun Violence, where he will continue to provide legal counsel of the highest caliber. On behalf of the entire House community, I thank Doug for his dedicated service and wish him and his entire family the very best in all of his future endeavors.

INTRODUCTION OF THE INTER- STATE TEACHING MOBILITY ACT

HON. ANDRÉ CARSON

OF INDIANA

IN THE HOUSE OF REPRESENTATIVES

Thursday, December 22, 2022

Mr. CARSON. Madam Speaker, I am pleased to reintroduce the Interstate Teaching Mobility Act. This broadly supported legislation will create a new voluntary program at the Department of Education (DOE) to allow licensed teachers to use their licenses across state lines.

U.S. Bureau Of Labor Statistics reports that in July 2022, there were around 270,000 fewer school workers than in January 2020. This shortage deprives our students of high-quality learning and negatively affects student outcomes. Alarmingly, our country's projected annual shortage of teachers is expected to almost triple by 2025. Teacher shortages disproportionately disadvantage students in underserved communities by widening student-to-teacher ratio which then negatively affects student achievement. Having low student-to-teacher ratios ensures that every student gets the attention they need, and struggling students are not left behind. In Indiana, this problem has gotten worse: between 2016 and 2020, the student-to-teacher ratio in my state grew from 16:1 to 17:1, bringing our state's student-to-teacher ratio well above the national average. In fact, Indiana remains the 42nd worst state in the nation for student-to-teacher ratios. And this teacher disparity does not affect all students equally: student-teacher ratios are highest in minority schools and schools with the most low-income schools.

Teacher shortages not only affect student-teacher ratios, they also limit the number of subject-matter teachers available for students. In Indiana, we have consistently faced major teacher shortages as defined by the Department of Education (DOE). In the most recent data available, Indiana continues to face a shortage of teachers in the subjects of mathematics, science, early childhood, and technology. Study after study has shown that teacher shortages which results in poor student-to-teacher ratios, insufficient subject-matter teachers, and the corresponding decline in education quality disproportionately disadvantages Black and Brown students.

One of the main reasons that many schools can't fill teacher shortages is because of the inconsistent state-by-state differences in

teaching licensing requirements. This prevents licensed teachers from taking their skills and credentials to teach in other states without significant obstacles. These obstacles can include completing additional requirements, such as exams or coursework, or paying additional fees, even if the teacher has already completed an approved credentialing program or has a strong teaching record. Alarmingly, a majority of states do not accept out-of-state teaching credentials, further compounding shortages in disadvantaged areas.

As our Nation's workforce becomes increasingly mobile, these requirements also dramatically decrease the flexibility of our nation's teaching workforce. For military spouses—who frequently relocate and among whom teaching is the second most common profession—or out-of-state college graduates who want to teach in their home state, this problem is especially pronounced. Long term, these roadblocks likely deter many prospective teachers from entering this vital profession. The bottom line is this: differing licensing requirements and lack of licensing reciprocity prevents too many teachers from serving in understaffed and underserved communities across state lines. And as we have seen in states like Indiana, our communities desperately need more high-quality teachers to lower student-teacher ratios and improve outcomes.

These obstacles have real and negative impacts on our students. Teacher shortages disproportionately harm students in underserved communities by denying them adequate teacher-student ratios that research shows help to enable student success. School administrators in underserved communities face difficulties in attracting out-of-state, high-quality teachers to fill their open teaching positions due to licensing inconsistencies.

That's why I am reintroducing the Interstate Teaching Mobility Act today. This legislation will create a voluntary interstate application program at the Department of Education (DOE) to allow licensed teachers to use their licenses across participating state lines.

This legislation will empower teachers to apply for open teaching positions in participating states without being subject to additional certifications or assessments. As a result, it will be easier for teachers to transfer their skills across participating state lines and provide more students with access to high-quality teachers. Importantly, this new flexibility will help alleviate teacher shortages—especially in disadvantaged communities and school districts—by allowing school administrators greater ability to hire more high-quality teachers.

Under this legislation, increased flexibility will not come at the cost of teacher quality. A participating state will be required to adhere to standards of content knowledge, pedagogical assessment, and performance assessments. This would ensure high standards for our teachers, while maintaining the essential role of the states in setting specific requirements for teaching in the state or obtaining licenses in the state.

• This "bullet" symbol identifies statements or insertions which are not spoken by a Member of the Senate on the floor.

Matter set in this typeface indicates words inserted or appended, rather than spoken, by a Member of the House on the floor.